



New Fairfield Public Schools

Mathematics Self-Study

2019 - 2020

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I. STATEMENT OF THE PROBLEM:

While the New Fairfield Public School System enjoys success in many areas, our math scores have been, and continue to be, much lower than other similar towns to whom we might compare ourselves. Additionally, community perceptions strongly reflect low confidence in our math program. We believe that we can and should have higher student achievement.

Below is some of the data:

SAT 2019: MATH

Percent of Students Meeting Goal

District	Math
Glastonbury School District	73.4
Avon School District	72.7
Regional School District 15	72.5
Newtown School District	71.8
Madison School District	71.5
Monroe School District	71.3
Simsbury School District	70.8
Guilford School District	68.6
Trumbull School District	67.1
Fairfield School District	66.4
Farmington School District	66.1
Regional School District 19	65.7
DRG B Average	64.9
Greenwich School District	64.8
Cheshire School District	63.9
Regional School District 05	63.7
Granby School District	61.9
West Hartford School District	61.7
South Windsor School District	60.6
Brookfield School District	59.6
New Fairfield School District	48.1
State of Connecticut	40.6

Average Score

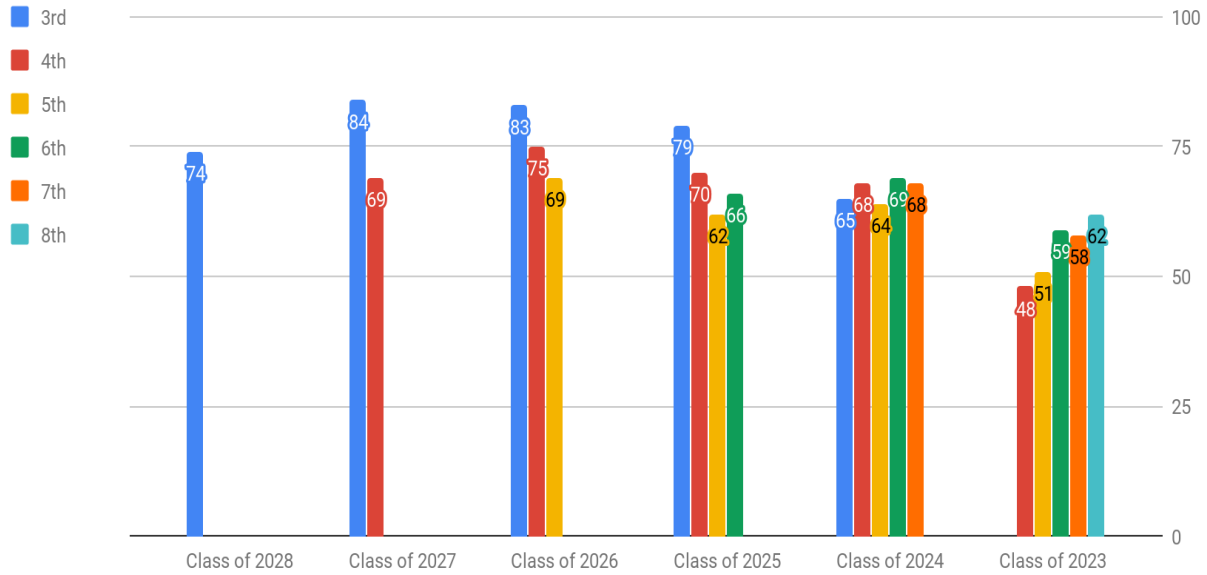
District	Math
Avon School District	588
Glastonbury School District	583
Madison School District	579
Newtown School District	579
Simsbury School District	577
Guilford School District	576
Farmington School District	575
Regional School District 19	572
Greenwich School District	571
Fairfield School District	570
Monroe School District	570
Regional School District 15	569
Trumbull School District	567
DRG B Average	567
Regional School District 05	563
Cheshire School District	562
West Hartford School District	556
South Windsor School District	554
Granby School District	551
Brookfield School District	550
New Fairfield School District	522
State of Connecticut	500

Math SAT	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Percent Meeting or Exceeding	47.1	42.6	57.4	48.1
Average Score	523	513	542	522

DRG SBAC - Grades 3 - 8 Math

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Avon - 72.4	Trumbull - 76.3	Trumbull - 77.3	Guilford - 78.1	Region 5 - 79.7
Glastonbury - 67	Avon - 75.3	Guilford - 75.6	Trumbull - 76.3	Guilford - 77.6
Orange - 64.9	Glastonbury - 74.6	Avon - 73.9	Region 5 - 75.4	Trumbull - 76.5
Simsbury - 64.8	Farmington - 72.5	Farmington - 73.7	Avon - 75.3	Glastonbury - 75.5
Farmington - 63.8	Woodbridge - 71.2	Glastonbury - 73.6	Glastonbury - 74.4	Cheshire - 75.2
Greenwich - 63.8	Newtown - 70.8	Woodbridge - 71.6	Farmington - 74.1	Avon - 74.7
Guilford - 63.8	Guilford - 70.5	Region 5 - 70.9	Greenwich - 71.4	Farmington - 74.5
South Windsor - 61.4	South Windsor - 69.6	Greenwich - 70.7	Fairfield - 70.5	Woodbridge - 74.1
Woodbridge - 61.1	Orange - 69	South Windsor - 69.7	Orange - 69.7	Monroe - 73.3
DRG Average - 60.7	Region 5 - 68	Orange - 69.5	Woodbridge - 69.6	Greenwich - 72.6
Granby - 60.7	DRG Average - 67.7	Simsbury - 69.3	DRG Average - 69.4	Fairfield - 72.5
Trumbull - 60.4	Simsbury - 67.6	Monroe - 69.1	New Fairfield - 69.3	DRG Average - 71.3
Fairfield - 59.8	Monroe - 66.8	Region 15 - 69	South Windsor - 69.2	South Windsor - 70.9
Madison - 59.8	Greenwich - 66.3	DRG Average - 69	Simsbury - 68.6	Region 15 - 70.8
Monroe - 59.7	Fairfield - 65	Newtown - 68.3	Cheshire - 68.2	Simsbury - 70.4
Newtown - 59.6	Region 15 - 65	Fairfield - 67.9	Newtown - 67.4	Orange - 68.5
Region 15 - 59.4	Cheshire - 64.8	Cheshire - 66.5	Monroe - 67.3	Newtown - 67.4
Cheshire - 58.5	Granby - 64.1	New Fairfield - 64.1	Region 15 - 65.8	New Fairfield - 67.3
Brookfield - 56.7	Madison - 63.4	Madison - 62.6	Madison - 64.8	Madison - 66.8
Region 5 - 55.5	Brookfield - 61.8	Granby - 62.5	Granby - 62.2	Brookfield - 63.1
West Hartford - 54.7	New Fairfield - 61.5	Brookfield - 61.3	West Hartford - 60.8	Granby - 62.9
New Fairfield - 46.2	West Hartford - 57.9	West Hartford - 61.1	Brookfield - 59.4	West Hartford - 62.2

Cohort SBAC Math Data



	2015-2016	2016-2017	2017-2018	2018-2019	4 year average
Grade	Percentage Level 3 or 4 (Met or Exceeded)	Percentage Level 3 or 4 (Met or Exceeded)	Percentage Level 3 or 4 (Met or Exceeded)	Percentage Level 3 or 4 (Met or Exceeded)	Percentage Level 3 or 4 (Met or Exceeded)
3	79.4	82.8	83.6	73.5	79.8
4	67.7	70.4	74.8	69.1	70.5
5	51.0	63.6	62.4	68.7	61.4
6	58.8	59.3	68.8	65.7	63.2
7	49.4	55.6	57.7	67.4	57.5
8	63.6	56.1	70.8	59.4	62.5
Grade Average	61.7	64.6	69.7	67.3	

From this data, we see that our 3rd grade scores seem relatively strong and that we meet with less success as we go on. In third grade, approximately $\frac{3}{4}$ of our students meet or exceed benchmark and by high school, only roughly half of our students meet or exceed expectations.

II. OUR PROCESS:

To determine a course of improvement, we undertook a self-study, beginning in September. A team was assembled to include a classroom teacher at every grade level, all of our math coaches and specialists, special educators and administrators.

Areas of study were established and 5 teams were formed:

- 1. Curriculum and Resource Alignment**
- 2. Assessment and Data**
- 3. Attitudes and Perceptions**
- 4. How we are like and unlike successful towns in our DRG**
- 5. Instructional Practices**

We developed questions for each of the study groups to seek answers to and then set out to learn all that we could about ourselves and others, in order to guide our improvement efforts.

III. OUR FINDINGS AND RECOMMENDATIONS BY SUB-GROUP:

1. Curriculum and Resource Alignment Summary:

FINDINGS:

The Curriculum and Resource Alignment team met to explore the aspects of the math program that are tied up in both the district's planned curriculum as well as the curricular resources the district employs. To meet these ends, the Curriculum and Resource Alignment explored professional reviews of curricular resources, surveyed district math teachers to gain insight about math instruction, and performed a general review of the math vertical progression and pacing for each grade and level.

In exploring professional reviews of the math resources that are employed in New Fairfield Public Schools, the team found that the two programs (ORIGO Stepping Stones and Big Ideas Math) are not generally well reviewed by professional organizations. The two professional organizations cited in this study are EdReports¹ and the Louisiana Department of Education².

The Stepping Stones program was reviewed by EdReports and found to "partially meet expectations" for all grades (K-6). In third through sixth grades, the program met expectations for focus and coherence, but only partially met expectations for rigor and mathematical practices. Kindergarten through second grade partially met expectations in both focus and coherence as well as rigor and mathematics practices.

¹ <https://www.edreports.org/>

² <https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>

Big Ideas Math was also reviewed by EdReports and was found to “not meet expectations” for grades sixth and seventh grade and only “partially meet expectations” for eighth. The high school curriculum was also found to “not meet expectations”.

The Louisiana State Department of Education releases reviews of math programs using the Instructional Materials Evaluation Tool (IMET) for math. When reviewing the ORIGO Stepping Stones program, the Louisiana reviewing committee found that the program lacked in coherence and rigor, as many of the supporting standards were not connected to the major standards. This caused the committee to rate the program as a “Tier 3” curricular resource, the lowest ranking they offer. The Louisiana reviewing committee also found that the Big Ideas Math program merited a “Tier 3” rating due to a lack of focus on the major standards (only 38-45% of class time is devoted to the major work of the grade, while the rubric requires at least 65%) and consistent, coherent content, since the resources do not do an adequate job of connecting the supporting content to major content.

The team also conducted a survey of classroom teachers, to which 34 teachers responded (12 secondary, 22 primary). In surveying classroom teachers, teachers using the ORIGO Stepping Stones program rated their resource with a 6.5 out of 10 and teachers using Big Ideas Math rated their program 7.1 out of 10. A large majority of respondents (94.1%) indicated that they follow their resource lesson by lesson, with 5.9% indicating that nearly all of their classroom activities come directly from the curriculum resource. Further, 82.3% of teachers responded that they use the assessments that come with their resource for summative assessments, with 64.7% of respondents indicating that they do so without making any revisions.

These survey responses show that the curriculum resources being implemented in New Fairfield schools do drive much of the instruction, though the vast majority of math teachers do supplement the resource with their own materials. In light of these facts, the quality of the curriculum resource is likely to have a sizable impact on the quality of that math program in New Fairfield.

In exploring the alignment of the curricula to state summative assessments, the team found that the primary and middle grades are generally providing instruction that prepares students to take the Smarter Balanced Assessment Consortium (SBAC) Summative Assessment in Math. Big Ideas Math, however, is aligned to the Common Core State Standards, which correlate with, but are not necessarily aligned to, the Student Aptitude Test (SAT) in mathematics. This is particularly troublesome with the focus in the Common Core State Standards on standards in geometry and the publicized shift³ towards data analysis and statistics on the math SAT. In addition, teachers reported anecdotally that the order of Big Ideas is not always logical and many teams of teachers have re-written lessons and re-ordered topics to align them with Common Core and SBAC/SAT.

³ <http://freakonomics.com/podcast/math-curriculum/>

The team reviewed grade reporting practices at the schools and found that the implementations of grading systems were disparate, even among the three schools that use a system of standards based grading. Currently, Consolidated School, Meeting House Hill School, and New Fairfield Middle School all use standards based grading. New Fairfield High School uses a traditional grading model based on a raw points grade calculation. The different systems lead to confusion for some parents and difficulty in placement, particularly for the middle school to high school transition.

In reviewing pacing among the grades, the team found that the different buildings address pacing and tracking of pacing progress in different ways. In the elementary grades, module assessments are tracked in a calendar in which teachers enter grades. This helps ensure teachers stay on pace. At the middle and high schools, teachers are given pacing guides, but the schools do not have an assessment calendar like the elementary schools. Teachers are expected to enter their learning targets into an instructional calendar at the middle and high school.

Further, in exploring the pacing guides for some courses, it was found that the pacing currently being implemented plans for more time than would be available in a school year. Thus, even if a teacher adhered strictly to the pacing guide, they would not be able to finish the expected material by the end of the year. Further, pacing guides are not standardized among the grade levels, even between courses that are taught at both the middle and high school levels. This is likely because vertical teams between the middle and high school rarely meet over the course of the year and, thus, lack the time requisite to standardize many aspects of the curriculum that should be consistent across the two schools.

In investigating the practices of accelerating students in New Fairfield Schools, it was found that levels of acceleration were lower in New Fairfield than in other districts in the District Reference Group. The team questioned whether or not the progressions available at the middle and high school levels were allowing students who were capable of accelerating earlier to do so. Further, pacing and progressions of some courses would require students to either repeat material or to not cover as much material as they would be able to in a given year.

RECOMMENDATIONS:

- A new math resource should be explored for 6th grade through Algebra 2 for future implementation.
- Middle School pacing guides need to be re-written in a more cohesive way and contain hard dates so that content is finished by May (SBAC).
- A system of collecting and reviewing school-based summative assessment data that uses hard dates for data entry should be implemented at the Middle School in order to facilitate the use of data and adherence to the pacing guide
- Additional time for collaboration/PLC needed across all schools but particularly at the MS and HS where no formal team planning time currently exists in order to implement pacing guides with fidelity.

- Additional interventions/supports should be provided at the middle and high school, particularly in 7th and 8th grade and in Algebra 1 and Algebra 2.
- The Geometry curriculum should be restructured to include Data and Statistics and these topics should be pushed forward in the MS pacing guides to ensure they are taught.
- Decisions that affect multiple buildings need to be determined by committees made up of individuals representing all stakeholders. Leaders need to continue the process of creating a more consistent transition between the middle and high school.

2. Assessment and Data Summary:

FINDINGS:

The Assessment and Data team investigated the quality and current use of the STAR Assessment in the New Fairfield Public School system. In doing so, the team found that STAR Assessments are currently being used as a universal screener at the elementary and middle grades. Further, teachers and interventionists use the STAR Assessment as a way to guide their small group instruction in class.

In learning about the STAR Assessment, the team found that the STAR Assessment does not provide data specific to an individual student in terms of their ability in particular skills. The STAR Assessment will generate a report on students using their vertical score with “focus areas” that the student would likely need to improve; however, this is based on the cohort of students with similar vertical scores and not on any deficiency determined through the assessment.

In terms of efficacy as a universal screener, the STAR Assessment appears to be about as accurate as other tests available on the market. The test can accurately predict whether or not a student will be proficient on the Smarter Balanced Assessment Consortium Summative Math Assessment about 87% of the time in math.⁴ This is comparable to other products on the market, such as the North West Evaluation Association (NWEA) Measures of Academic Progress (MAP), which accurately classifies students about 88% of the time in math.⁵

The team also performed an analysis of district performance on the state-standardized summative assessments: the SBAC Summative Math Assessment and the SAT Math Test. The team looked for any trends in performance over time as well as weaknesses and strengths in student performance, both at the target and claim level for the SBAC and the area of focus level for the SAT.

When looking at the target and claim level data for SBAC performance, it was found that New Fairfield students showed deficiencies in geometry, statistics, and probability. This was congruent with the data from STAR Assessments at the middle grades, which showed deficiencies in geometry at all grades and in statistics and probability in 6th and 7th grade.

⁴ <http://doc.renlearn.com/KMNet/R004490804GK4385.pdf>

⁵ <https://www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study.pdf>

Claim level data showed that in all grades except for 4th, students were weakest in claim 3, Communicating Reasoning. In 4th grade, those students were weakest in claims 2 and 4, Problem Solving and Modeling and Data Analysis.

When looking at student performance on the SAT Math Test, students performed strongest on the Problem Solving and Data Analysis domain. This domain tests students' ability in proportions, ratios, unit rates, scatter plots, relationships between two variables, and other areas relating to sampling and inference. This seemed to run contrary to assessment results at the elementary and middle levels and suggests that there may be a disconnect between the SBAC Summative Math Assessment and the SAT Math Test and that, perhaps, students need additional support in the transition to the newer content and presentation of the SAT.

In investigating the data around student achievement, it became apparent that much of the data being collected both at the district and state level is having a limited impact on instruction, particularly when being viewed at a high level, holistic view of instruction. This math self study allowed stakeholders in the math program to identify strengths and weaknesses in student ability that might have not been identified had the team not convened. This, in turn, can inform teaching and learning in New Fairfield.

RECOMMENDATIONS:

- Find a better resource than STAR for informing instruction
- Classroom teachers would benefit from using IAB data to help guide their instruction. This will help students become better prepared for SBAC testing in the spring
- It would be beneficial for teachers to have a way to communicate math data K-8
- Incorporate a math “Problem of the Week” district wide, to help strengthen communication and reasoning skills
- Offer SAT prep classes to high school students

3. Attitudes and Perceptions Summary:

FINDINGS:

The attitudes and perceptions of both the staff and community were assessed through an online Google Survey. The survey had 294 parent responses (approximately 10% of the community) and 59 staff responses from K-12 in all disciplines. Out of the staff responses, 41% of the staff felt that the district as a whole valued math while 59% felt that they did not. Anecdotally, some of the largest constraints that staff felt against math in the district were “time limitations” and “student engagement and enthusiasm for the subject.”

The community responses represented each of the four schools in the district, of which 13% were from CONS, 20% from MHHS, 29% from NFMS and 38% from NFHS. Out of these responses 42% felt that they did not know what their child would learn in math this year while 58% said they were aware. Parents also responded that 70% of them liked math while 30% did not. When asked about extra help 63% of parents stated that their student's teacher was available for extra

help when they were struggling, 6% said the teacher was not available and 31% said they did not know. 52% of parents reported that their students took advantage of supports within the school such as math lab or intervention, 34% they did not take advantage and 14% did not know. 73% of parents surveyed had never hired a math tutor while 27% had. Out of all those surveyed, 81% of parents used math in their daily life or career while 19% reported not using any math. 96% of parents felt that math was important for their child to be successful in the future. Anecdotally, some of the common themes in the additional comments section centered around the math program being ineffective, technology being used too heavily and teachers not directly instructing students but instead using videos as a primary teaching tool. The quality of math instruction that students were receiving was also a concern, particularly at the middle and high school levels.

RECOMMENDATIONS:

- Homework guidelines based upon the amount of time, purpose and level of support provided by parents throughout the grade levels.
- Professional development for teachers regarding student engagement and high quality instruction.

4. How we are like and unlike successful towns in our DRG:

FINDINGS:

Fairfield, Monroe and Cheshire responded to our inquiries with helpful information. One pattern that emerged is that successful schools invest in coaching their K-8 teachers in the teaching of mathematics. Part of that pattern was a significant investment in unpacking the Common Core State Standards with teachers of mathematics in frequent, in-depth professional development sessions. The common thread about their chosen textbook is that they don't rely on one but instead use district-written curriculum and adapted textbook units. Another common theme that emerged was acceleration. All of the districts that responded and perform on standardized assessments have accelerated classes as early as the 4th or 5th grade and have a majority of their students taking Algebra 1 in 8th grade. Finally, Masuk, a high school with recent growth in the percent of students meeting benchmark on the math SAT, has invested significant time and attention into embedding SAT practice into curriculum and assessments and has teachers set their evaluation goals around growth on district-created SAT type assessments.

RECOMMENDATIONS:

- Add a math coach for the middle school/high school
- Provide professional development for teachers in grades K - 8 to unpack the CCSS
- Provide professional development for teachers in grades 9-12 on SAT style questions and how to bridge our teaching and the format of the test
- Review and revise the middle school course options/continuum
- Increase the number of students who accelerate in mathematics

5. Instructional Practices Summary:

FINDINGS:

At Consolidated and Meeting House, teachers have approximately 60 minutes of daily instruction. They instruct using the math workshop model. Anchor tasks and manipulatives are also used to foster student engagement. Additionally, math menus are used to promote student choice. At the Middle School, teachers have 51 minutes daily and are using an initial motivator into each lesson with direct instruction using guided notes. Small group and independent practice occurs as the teacher confers with students. The high school has 81 minutes every other day. Instruction varies based on the course and class make-up. The majority of lessons are teacher directed, with teacher structured tasks. Students work independently or in pairs.

Intervention students at Consolidated receive 30 minutes of support during the second half of their math time, 2 to 5 times per week depending on the level of support needed. Intervention and special education teachers plan and often co-teach math lessons. At Meeting House, an additional 30 minutes is provided to students during FIT time and students do not miss any of their regular math time. The Middle School provides intervention during PLC, small group support is provided on Thursdays and Fridays, and Math Workshop is available during 6th period for students with low scores on SBAC and STAR. The High School offers intervention for 33 Minutes during Rebel 33. Math seminar and math lab are offered at the High School as a 40 minute period staffed with a math teacher.

RECOMMENDATIONS:

- Consolidated be given additional time for intervention, rather than learners missing some of their math time.
- Math professional development for special education and paraprofessionals be provided to help better define roles within the classroom and strengthen mathematical understanding.
- Administrative walk-throughs to collect data and provide immediate feedback to teachers, assisting them in planning for the next steps.
- A coach be provided for upper grade levels, similar to the coaching structure at the lower elementary schools.

IV. COLLECTED RECOMMENDATIONS:

RECOMMENDATIONS FOR ACTION	STATUS
Explore and select a new primary resource for 6th grade through Algebra 2	F
Revise Middle School pacing guides for cohesiveness and timelines to ensure content is taught prior to testing	F

Create and implement a system of collecting and reviewing school-based summative assessment data	F
Increase time for collaboration/PLC at all schools but particularly at the MS and HS where no formal team planning time currently exists	E
Review existing interventions/supports at the middle and high school, particularly in 7th and 8th grade and in Algebra 1 and Algebra 2 and adjust/increase as appropriate and possible	C/I
Restructure the Geometry curriculum to include data sciences and statistics	C
Centralize decision-making for decisions with impact beyond one building.	F
Improve the transition process between the middle and high school	F
Explore and implement a more robust, internal assessment tool	I
Utilize IAB data to guide instruction with fidelity	I
Create a vehicle for communication about K-8 students' attainment of CCSS	F
Incorporate a math "Problem of the Week" districtwide, to help strengthen communication and reasoning skills	E
Offer SAT prep classes to high school students	C
Create and publicize homework guidelines for: amount of time, purpose and level of support expected from parents, by grade level	F
Provide professional development for teachers in increasing student engagement through best practices in high quality math instruction	I
Engage a math coach for the middle school/high school	I
Provide professional development for teachers in grades K - 8 to unpack the CCSS	I
Provide professional development for high school teachers on SAT style questions and how to bridge our teaching and the format of the test	I
Review and consider revising the middle school course options/continuum	I
Increase the number of students who accelerate in mathematics	I
Provide time for math intervention at Consolidated that is in addition to math instructional time, not during	F

Provide math professional development to special education teachers and paraprofessionals	F
Provide frequent and immediate feedback to teachers by conducting learning walks	I

* C = Completed I = In Progress F = Future Work E = Explore

V. NEXT STEPS:

In order to get our greatest gains from this self-study, we need to maintain momentum. To that end, we will communicate our successes and progress to date (the “C”s). We will continue forward with the items that have been initiated (the “I”s). Items marked “E” will be discussed for feasibility. Finally, we will create a timeline and establish action teams for the items not yet initiated (“F”s).

VI. CLOSING ACKNOWLEDGEMENTS:

This committee would like to thank the Board of Education and the Superintendent for their support and encouragement throughout this process. We would also thank the teachers and administrators who eagerly shared their opinions and knowledge and opened their doors to us. We are also grateful to our colleagues in other local school districts who eagerly talked to us about their practices and approaches. This process will truly inform our work in the coming couple of years and offers great promise for the future of mathematics instruction in the New Fairfield Public Schools.

Appendix

Questions that Informed the Study

Curriculum and Resource Alignment:

Are we text dependent? Do we consider the resources the curriculum or is the curriculum the curriculum?

How are we supplementing our math programs?

Are our programs, within the district aligned with one another? Are there gaps? Are we completing topics before testing? End of year? Pacing?

Do Stepping Stones and Big Ideas align with the common core state standards and SAT? How are our curricular resources rated by professional agencies?

Is there enough time in the day to complete math topics?

How are we (are we?) using benchmark assessments?

What is available for students who excel, i.e. multivariable calc?

Where are our assessments coming from? Are our classroom assessments, from the resources, aligned to SBAC and SAT?

Is intervention/enrichment built into curriculum?

Instruction

What does instruction look like as the grade levels go up? Teacher time vs. student time? (air time?)

How are the lessons structured? (direct instruction, groups, stations)

How do we design our mathematics lessons?

How much time on task do we devote to mathematics at each grade level? And with what frequency?

How does this compare to other subjects at the elementary level?

What instructional strategies do we rely on?

What materials do we use to support student learning?

During the observation, what are the students doing? How much opportunity exists for student collaboration and communication?

On observation, what are the adults doing?

Does special education math instruction differ and if so, how?

How are we using intervention time?

What do we assign for homework and how does it support student learning? What is the length?

How is hw used? What % of students complete it?

How is data being used to drive instruction?

What supports are provided? (coaches, sped, tier $\frac{2}{3}$, para)

Do we perceive a progression of skills?

Are manipulatives used K-12?

Is there common use of vocabulary?

What informal methods of assessment do you see in classrooms?

Assessment and Data

What data are we collecting right now? (SBAC, Star, PSAT, SAT, MOD, MS & HS assessments)

What methods do we use for informal assessment? Which are good?

Is STAR a good indicator for SBAC/SATs?

Who creates assessments other than standardized ones?

What formal methods of assessment do we use?

Do we use the SBAC interim assessments?

Are our informal and formal assessments aligned with each other and to SBAC and SAT?

With what frequency do we assess formatively? Summatively?

What do we do with the data?

How are we using our assessments to drive instruction and intervention?

What are consistently our areas of strength

What targets are we weaker in?

What claims are we weaker in?

Which administration of the SAT is the state looking at?

How we are like and unlike others

What resources, textbooks and programs do you use?

What professional development is provided?

What is the homework policy?

How much instructional time do you devote to math instruction?

Do you have a block schedule at MS and/or HS?

Do you offer SAT prep classes as part of your school day?

Do you have a universal screening tool/assessment that you use?

Do you utilize any computer programs such as Khan Academy or others?

What support for intervention/enrichment is given to students and what does it look like?

To what do you attribute your growth and success?

Attitudes and Perceptions

How do students feel about math and when does it shift, if it does, from positive to negative?

How do teachers feel about their ability to teach math in their current role?

How do parents feel about their math skills and their ability to support their children's learning?

Is math learning a community priority?

Do support staff feel able to support math instruction?